P.S 126 April 21, 2018

Manuela Imbert –Class –ASPDP Course Code: P 134-0021-1S18

Lesson plan: Speech and language

Grade (4th grade)

|  |  |  |
| --- | --- | --- |
| Objective | Method | Materials |
| Students will design an aqueduct with support  They will build their model of an aqueduct.  The students will improve receptive and expressive language with 80 % accuracy. | Introduction:  Do you know what an aqueduct is?  Do you know how the water comes into your house?  Do you know where your water is coming from?  Where do aqueducts carry water from?  **Opening-** Today we are going to explore aqueducts. Aqueducts were invented by the Romans to ensure that all people within the Roman Empire had access to clean drinking water. Aqueducts continue to serve several major American cities in the same way. Two key aqueducts in the United States are the Catskills aqueduct and the Sierra Nevada aqueduct. The Catskill ferries clean drinking water to New York City, and the Sierra Nevada carries water to all of Los Angeles.  Today: you are going to work together in small groups (2-3 students) or as individuals to construct a model of an aqueduct. | Funnel  Straw  Tape  Cups  scissors |
| Students will improve vocabulary skills by identifying the target vocabulary with 80 % accuracy | The therapist will explain to the students the vocabulary for the lesson.  An aqueduct is a channel for connecting water from a distance, usually by means of gravity.  An aqueduct bring water to the city and to town often from distant sources. Aqueduct move water through gravity along.  Discuss the meaning of gravity and how water flow is controlled and maintained, funnel, straw, cups, transport, and receive. | Aqueduct  Funnel  Straw  Cups  Transport  Receive  Gravity  scissors, |
| Students will improve following multiple -step directions with 80 % accuracy | Therapist will explain to the students that they will be working on designing an Aqueduct.  Step 1-Collect the materials  Step 2-Insert the scissors into the straw  Step 3-insert another straw  Step- 4- wilder small tape around  Step 5- A funnel will be attached to the ends of the straw  Step 6- put one cup to receive the water and one cup to fill the funnel  Step 7- Models will be tested using ½ cup of water caught in a cup at the end of the aqueduct trench.  Step 8- Testing for leaking.  Step 9- One student will be the holder, another student will be the receiver and the other student will add water to the aqueduct. | Funnel  Straws (3-4 straws-10 inches-for each student)  Tape  Cups (2 cups for each student)  Scissors (3)  Relationship  Increase  Gravity  Reservoir |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Data and comments | Student | Student | Student |
| Did the child have an understanding of what an aqueduct is? |  |  |  |
| Did your aqueduct succeed? |  |  |  |
| Did the child follow multistep directions? |  |  |  |
| Did you encounter any problems during the construction? |  |  |  |
| Were you able to overcome these problems? How? |  |  |  |